This is a reproduction of a library book that was digitized by Google as part of an ongoing effort to preserve the information in books and make it universally accessible.

Google books

https://books.google.com

NEDL TRANSFER
HN 2CIV H
K.D
62625

INDEPENDENT FIRST READER

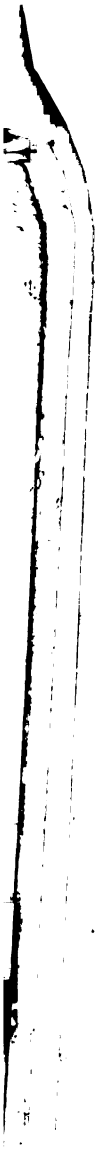
BY

J. MADISON WATSON.

Digitized by Google

Digitized by Google

Digitized by Google



Digitized by Google

INDEPENDENT

FIRST READER

READING AND WRITING

By J. MADISON WATSON

thor of the National and the Independent Readers, Spellers, and Primers
Hand-Book of Gymnastics; Manual of Calisthenics; Tablets, etc.

NEW YORK ·:· CINCINNATI ·:· CHICAGO
AMERICAN BOOK COMPANY

Digitized by Google

K

CONSTRUCTIVE ORDER, Lists of Words, and the Read this edition are the same as in the original one, and two editions may be used in the same classes without venience. Webster's latest Diacritical Marks and Watson's Co Letters, Ou, ow, ch, sh, th, wh, and ng, are used, making a cc Phonic Alphabet.

SUCCESS IS SECURED by faithful and wisely directed efforts. instructor determine first what Method to employ—whether the betic, or a combination of the Phonetic and the Alphabetic; th System, the Sentence System, a combination of the two—or a of the best features of all.

IN REVIEW LESSONS, direct the attention of pupils to the For of Words, and teach the names and the sounds of the letters em by the use of questions; as, page 12, What is placed after *a* to fo before *an* to form *fan?* after *an* to form *and?* etc. The letters be taught alphabetically, pages 4 and 5; but let this be done gr and without special effort.

THE READINGS, in large classes, should at first be *written* and on the blackboard and there mastered. Then let each pupil r Lesson from the book. In following the Word System, the ins will first read the sentences from the book, having only separate printed on the board. After these are learned by the pupils, cor sentences will be read. In the Sentence System, entire senten first taught, and then the separate words.

AMERICAN SCRIPT, the latest and best, is used for an Alphab for several Readings, that the pupils may soon acquire facility in r *Writing.* Opportunity is also thus afforded to train the eye and th in Slate Work and to improve the odds and ends of time.

AUTHORS and PUBLISHERS are cautioned against the use, in their tions, of the original material, classifications, arrangements, methods, a features of the INDEPENDENT READERS.

HARVARD UNIVERSITY LIBRARY

Copyright, 1867, 1870, 1880, 1886, by J. MADISON WATSON.

Digitized by Google

PREFACE

FIRST LESSONS for children here treat of familiar and pleasing objects. The words are simple, significant, similar in form and sound, and so classified that a knowledge of the receding Lists must be of direct avail in learning those which follow. he book combines the best features of Object Lessons and affords ke advantage for use with the Phonetic or Alphabetic Methods, or e Word or Sentence Systems.

PART FIRST contains 350 monosyllables, introduced at an average 8 new words to a page. Each page is a Lesson, every *second* or *third* esson a Review, and the Readings are a Series of Elocutionary Drills r the attainment of specific and obvious results. In the first 15 ssons, each vowel represents but *one* of its sounds and nearly all ent letters are avoided.

PART SECOND is a General Review of Part First. It contains 330 ditional words, arranged in Lists at the Heads of the Lessons, for Exeres in Pronunciation and Spelling. The Readings that are not wholly ginal are Adaptations of Standard Fables and other Clever Tales, vritten in simple monosyllables.

THIS BOOK AIMS, by the fitness of its Lessons and the beauty of its ustrations, to awaken the greatest interest possible to childhood, sistent with such guidance as tends to a gradual and systematic cational development.

NEW YORK, *June*, 1886.

Digitized by Google

THE ALPHABET

a	A	j	J	s	S
b	B	k	K	t	T
c	C	l	L	u	U
d	D	m	M	v	V
e	E	n	N	w	W
f	F	o	O	x	X
g	G	p	P	y	Y
h	H	q	Q	z	Z
i	I	r	R	&	

FIGURES.

0 1 2 3 4 5 6 7 8 9

Digitized by Google

THE ALPHABET.

a	A	j	J	s	S
b	B	k	K	t	T
c	C	l	L	u	U
d	D	m	M	v	V
e	E	n	N	w	W
f	F	o	O	x	X
g	G	p	P	y	Y
h	H	q	Q	z	Z
i	I	r	R	&	

FIGURES.

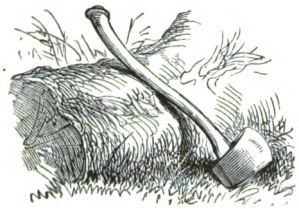
0 1 2 3 4 5 6 7 8 9

Digitized by Google

Sounds

LESSON I.

ă ăn ăx ănd măn



Ax.

An ax.

A[1] man.

A man and an ax

Haş à man an ax

A man haş an ax

[1] Teachers will remember that the word *a*, when not *emphatic*, should be pronounçed nearly *a* aş hēard in grȧss.

Digitized by Google

Sounds

LESSON I.

a an ax and man has

Ax.

An ax.

A man.

A man and an ax.

Has a man an ax?

A man has an ax.

Teachers will remember that word *a*, when not *emphatic*, should be pronounçed nearly like *a* aş hēard in grăss.

Digitized by Google

LESSON II.

făn	păn	I	lăd
ċăn	Măb	ăm	ḡlă

A fan. A pan. A fan and ȧ pan.
Mab haṣ ȧ fan. Haṣ Mab a pan?
Haṣ ȧ lad a pan? A lad haṣ.
Can ȧ lad fan Mab? A lad ċan.
I am ḡlad ȧ lad ċan fan Mab.

Digitized by Google

LESSON II.

fan	pan	I	lad
can	Mab	am	glad

A fan. A pan. A fan and a pan.
Mab has a fan. Has Mab a pan?
Has a lad a pan? A lad has.
Can a lad fan Mab? A lad can.
I am glad a lad can fan Mab.

Digitized by Google

LESSON III.

ăş	făt	măt	hăd
ăt	hăt	săt	săd
c̆ăt	răt	băd	răn

A c̆at. A rat. A lad. A hat.

A lad haş ȧ bad hat.

A sad man had an ax and ȧ mat

A c̆at ran at ȧ rat.

A fat c̆at haş ȧ bad rat.

I am aş ḡlad aş ȧ lad.

Digitized by Google

LESSON III.

as	fat	mat	had
at	hat	sat	sad
cat	rat	bad	ran

A cat. A rat. A lad. A hat.

A lad has a bad hat.

A sad man had an ax and a mat.

A cat ran at a rat.

A fat cat has a bad rat.

I am as glad as a lad.

Digitized by Google

LESSON IV.

REVIEW OF SHORT A.[1]

ă	păn	ăt	măt	ă
ăn	răn	¢ăt	săt	ă
¢ăn	ănd	făt	Măb	bă
făn	ăş	hăt	lăd	hă
măn	hăş	răt	ḡlăd	să

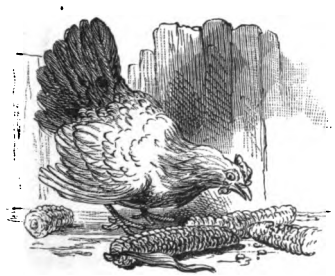
Mab sat. A lad sat. A man sa
A sad man sat. Had ȧ man an a
Mab haş ȧ fan. Mab ¢an fan a la
A lad haş ȧ mat and a pan.
A ḡlad lad haş ȧ bad hat.
A fat ¢at ran. A bad rat ran.
A fat ¢at ran at ȧ bad rat.
A fat ¢at haş ȧ bad rat.
I am aş ḡlad āş ȧ ḡlad man.

[1] In **Review Lessons**, instructors will direct the attention of pupils to the *formation* of words, and teach both the names and the sounds of the letters employed, the use of questions; as, What placed after *a* to form *an*? bef *an* to form *fan*? etc.

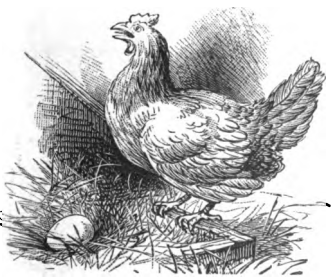
Digitized by Google

LESSON V.

gĕt	pĕt	fĕd	hĕn	ĕgg
lĕt	sĕt	Nĕd	tĕn	tĕll
mĕt	yĕs	rĕd	bĕg	nĕst



A hen. A red hen.
Let Ned beg a red hen.
Ned has fed a pet hen.



A nest. An egg.
A hen has a nest and an egg.
Tell Ned, I can set a hen.

A nest. Ten eggs.
A rat met a hen.
Can a bad rat get an egg? Yes.

Digitized by Google

LESSON VI.

REVIEW OF SHORT E.

Ned haş ȧ pet ȼat. Mab ha
red hen and an ēgg.

Let ȧ man ḡet a red fan. I
fan Mab and Ned.

Mab and Ned met ȧ sad m
I met a ḡlad lad.

A sad man had an ax. A ḡ
lad had ȧ red hat.

Mab and Ned fed ȧ hen. A
hen haş a nest.

Let ȧ sad man beḡ an ēgg. H
ȧ fat lad an ēgg? Yes.

Let Mab ḡet ten ēggş. Let N
set ȧ hen.

Haş ȧ bad rat a nest? Yes.

Tell Ned, I am ḡlad ȧ pet ȼ
ȼan ḡet a bad rat.

Digitized by Google

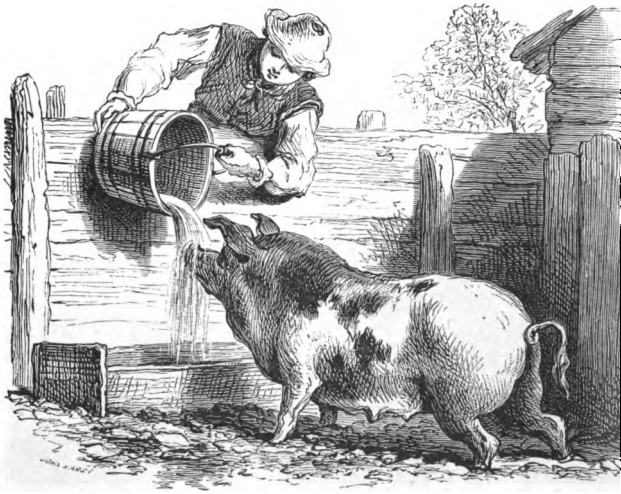
LESSON VII.

ĭf	hĭş	ĭll	Hĭll	dĭd
ĭt	bĭḡ	kĭll	sĭck	thĭs
ĭş	pĭḡ	wĭll	mĭlk	Hăm

A bḭḡ pḭḡ. Iş it a bḭḡ pḭḡ? Yes.
Ham Hill haş this pḭḡ. It iş hiş.
Ham fed hiş pḭḡ. Did it ḡet milk?
Iş Ham ill? Iş this pḭḡ sick?
Will Ham kill this bḭḡ pḭḡ?
If Ham iş ill, I can kill hiş bḭḡ pḭḡ.

Digitized by Google

LESSON VII.



A big pig. Is it a big pig? (
Ham Hill has this pig. It is
Ham fed his pig. Did it get milk
Is Ham ill? Is this pig sick
Will Ham kill this big pig?
If Ham is ill, I can kill
big pig.

Digitized by Google

LESSON VIII.

ĭt	hĭm	fĭsh	ḡĭv*e*	ĭn̲k
ĭt	fĭll	dĭsh	lĭv*e*	sĭn̲k
ĭd	shĭp	wĭth	swĭm	drĭn̲k

This fish will live.
It can swim in a dish.
Will it sink, if I hit this dish?

Give Ned a ship.
Sit with him.
Will his ship sink?

Did Mab fill a dish?
Did a kid drink?
Did it drink milk?
Will it drink ink?

Digitized by Google

LESSON IX.

REVIEW OF SHORT I.

ĭt	ĭll	dĭd	bĭg̃	
hĭt	fĭll	dĭsh	pĭg̃	s
sĭt	kĭll	fĭsh	kĭd	dr
ĭn̰	wĭll	shĭp	hĭm	g̃
hĭn̰	Hĭll	thĭs	Hăm	mĭ
ĭf	sĭck	wĭth	lĭve	swĭ

Ham Hill haṇ a fish. It can sw
Will hiṇ eat sin̰k?

Hiṇ kid and pig̃ drin̰k milk.

A man will kill hiṇ big̃ pig̃.

If Ham iṇ ill, I will sit with hi
I will g̃ive him drin̰k.

Iṇ this sad man sick? Did hiṇ
ship sin̰k?

Did Ham Hill hit this dish?
will fill it with in̰k.

Digitized by Google

LESSON X.

ŏx fŏx lŏt lŏst stŏp
bŏx ŏf*f* nŏt ḡŏn*e* drŏp

An ox. A box.
Iṣ this biḡ ox fed in ȧ box?
This biḡ ox iṣ not fed in ȧ box.
Iṣ this fat ox in ȧ lot?
This fat ox iṣ not in ȧ lot.

A fox. A red fox.
A hen iṣ ḡone off.
A red fox will stop ȧ hen.
Iṣ this hen lost?
A red fox will not drop this hen.

Digitized by Google

LESSON XI.

hŏt lŏg̃ pŏnd lŏng ŏf (
rŏd sŏft rŏck sŏng ŏn
dŏg̃ fŏnd frŏg̃ mŏss sĭng

A rock. A frog̃.
A big̃ frog̃ iş on t
rock.
Can it sing à son
This rock iş not h

A log̃. Soft mos
Get à long rod.
Sit on this log̃, a
fish.

Ned iş fond of
big̃ dog̃.
It can not g̃et à fr
in this pond.

Digitized by Google

LESSON XII.

REVIEW OF SHORT O.

ŏf	ŏf*f*	lŏg̃	lŏst	sĭng
ŏn	lŏt	dŏg̃	sŏft	lŏng
ŏx	nŏt	frŏg̃	rŏ*c*k	sŏng
fŏx	hŏt	stŏp	fŏnd	g̃ŏn*e*
bŏx	rŏd	drŏp	pŏnd	mŏs*s*

Ned haş à pet dog̃. Hiş dog̃ iş fond of him.

This dog̃ can kill à fox. It can stop an ox in a lot. It will swim in a big̃ pond.

Ned iş g̃one off. Hiş red box iş lost. I did not drop it.

A frog̃ iş on à rock in a pond.

I sit on à log̃ and sing a song.

Ned can sit on this soft moss. Let him g̃et à long rod, and fish.

Digitized by Google

LESSON XIII.

ŭp	fŭn	Măx	Hŭnt	mŭ
ŭs	ḡŭn	mŭd	drŭm	shŭ
jŭḡ	rŭn	rŭm	mŭst	drŭ

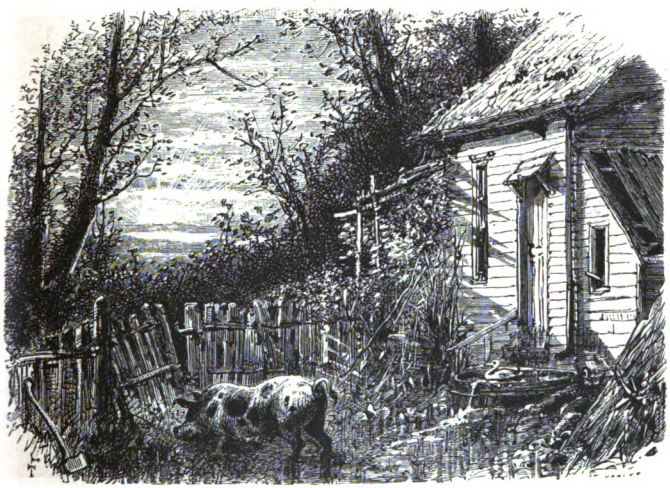
Max Hunt iş up
Let us ḡet up.
Max haş a drun
Haş Max a ḡun
I had a drum a
a ḡun.
I had much fun.

This man iş not
mud.
He iş not druṇ
He can run.
He haş not rum
hiş juḡ.
Max must shun a juḡ of rum.

Digitized by Google

LESSON XIV.

ćŭt dŭg̃ sŭn dŭl*l* the (thŭ)
nŭt tŭb hŭt shŭt dŭc*k*



Iş this hut shut up? It iş.
A duck iş in ȧ big̃ tub.
The sun iş up. Let us g̃et up.
The big̃ pig̃ iş up. It ćan run.
It haş dug̃ up ȧ nut.
Iş this ax dull? Will it ćut?
This ax iş dull. It will not ćut.

Digitized by Google

LESSON XV.

REVIEW OF SHORT U.

ŭp	tŭb	the	dŭck	M
ŭs	fŭn	dŭg̃	dŭl*l*	H
cŭt	g̃ŭn	jŭg̃	drŭm	shŭ
hŭt	rŭn	mŭd	mŭst	shŭ
nŭt	sŭn	rŭm	mŭch	drŭ

Max Hunt iş up. The sun iş
Let us g̃et up.

Max haş much fun with hiş dr
and hiş g̃un.

Hiş ax iş dull. It will not cut.

A duck can swim in à tub.
will run in the mud.

A fat pig̃ dug̃ up à nut.

A bad man iş druṇk. Let us sh
up hiş hut.

I must shun à jug̃ of rum.

Digitized by Google

II. LONG VOWELS.

LESSON XVI.

ā*y*	mā*y*	Pā*ġe*	plā*y*	mā*te*
ā*y*	wā*y*	tā*ke*	Grā*y*	nā*me*
ā*y*	ā*ġe*	rā*ke*	rā*çe*	sā*me*

It iş ȧ hot day.
This lad may rake hay.
His name iş Paġe Gray.
May I take his rake? Yes.

Ned Jay haş ȧ mate of hiş aġe.
Ned and hiş mate run ȧ raçe.
I run and play in the same way.

Digitized by Google

LESSON XVII.

āte Rāy Kāte bābe ¢āl
sāy Trāy ¢āme bāke lāk

Kate Ray has the babe. The bab ate a ¢ake.

Did Kate bake the ¢ake? Yes.

This dog ¢ame with Kate. Hi name is Tray.

The babe ¢an say Tray.

Tray may swim in the lake.

Digitized by Google

LESSON XVIII.

REVIEW OF LONG A

Jāy Rāy bāke
āte Grāy ¢āke
Kāte Trāy lāke
āġe plāy rāke
Pāġe bābe tāke

---

te Ray ¢an rake the ha
bake á biḡ ¢ake.
ġe Gray will take the l
¢ake. It will play.
d Jay and hiş mate ¢
way. Ned and Tray ra
ay iş the name of á do
Tray are of the same aġ
ay and the babe may pl
I say, "It iş á hot d
y may swim in the lake

Digitized by Google

LESSON XIX.

bē	ēat	dēar	nēar	mē
hē	tēa	fēar	sēat	mē
shē	ēar	hēar	ēach	wē

Hal is on this seat. May is nea

He and she eat a meal on this sea

Each has meat, and cake, and te

Dear Hal is weak. His ear ca not hear.

He will not fear, if May be near

Digitized by Google

LESSON XX.

flē*e*	frē*e*	sē*e*k	Wē*e*d
fē*e*t	dē*e*p	hē*r*e	shē*e*p
fē*e*d	kē*e*p	wē*e*p	creēek

re we see Max Weed.
x may say, I feed the sheep.
e sheep fear the deep creek.
the sheep flee, I will not weep.
eep the dog with me. His feet
ee. He will seek the sheep.

Digitized by Google

LESSON XXI.

REVIEW OF LONG E.

bē	ēar	ēat	sēe	dē
hē	fēar	sēat	sēek	kē
mē	dēar	mēat	flēe	wē
wē	hēar	mēal	fēet	shē
shē	nēar	wēak	fēed	crē
tēa	ēach	hēre	frēe	thĕ

Can we here see Hal on à seat
Iş May near? Can Hal hear?

He and she eat à meal. Each ha
meat, cake, and weak tea.

The sheep gō free. I will feed them

Max Weed will keep the sheep
If the sheep flee, he will not weep.

The sheep will fear the creek. I
iş six feet deep.

Max may seek the sheep with me

Digitized by Google

LESSON XXII.

fīn*e*	nīç*e*	mīl*e*	slĕd
kīt*e*	kīnd	mīld	Sĕth
rīd*e*	Wīş*e*	slīd*e*	Jān*e*

th Wiṣe iṣ mild and kind.
e haṣ à fife and à kite.
ne may ride on this fine sled.
e will slide the sled à mile.
e the sled slide on thē içe.
ne will like this niçe ride.

Digitized by Google

LESSON XXIII.

pīe rīçe wīld mīçe Hīn
fīve rīpe mīne chīld cāġe
fīnd nīne wīre whīte plŭn

Kate Hind iş à niçe child.

She haş five white miçe in à wir
cağe. The miçe are not wild.

The miçe eat pie and riçe. Th
eat will find the miçe. She iş mine

Kate and I ate nine ripe plumş.

Digitized by Google

LESSON XXIV.

REVIEW OF LONG I.

e	pīe	kīte	Wīşe	ċāġe
e	fīfe	rīpe	Hīnd	Jāne
e	līke	rīde	mīle	slĕd
e	fīne	nīne	mīld	Sĕth
e	fīnd	kīnd	ċhīld	whīte
e	fīve	wīld	slīde	plŭmş

---

ne Wişe iş à niçe ċhild. Seth iş
and kind. I like him.
th and Jane ride and slide on
çe. The fine sled iş mine.
th haş à kite, à fife, and nine
e sheep. I will find hiş sheep.
see five miçe in à wire ċaġe.
miçe like riçe and pie.
te Hind ċan ġet wild plumş à
off. The plumş are ripe.

Digitized by Google

LESSON XXV.

O*h*	ōld	bōth	Cōl*e*	drō
gō	rōp*e*	bō*a*t	Rōşe	drō
sō	yōk*e*	gō*a*t	mād*e*	spō

Oh see! this iş so droll! See ḡoat, à yoke, à rope, and à boat!

Ned Cole drove an old ḡoat.

Ned and Roşe both sat in the (thi biḡ boat.

The old ḡoat made the boat ḡo.

Roşe and Ned had fine sport.

Digitized by Google

LESSON XXVI.

blō*w*	bō*n*e	bōld	dō*o*r
ḡlōw	hō*m*e	¢ōld	fī*r*e
snō*w*	mō*r*e	¢ō*a*l	wĭnd

ȧge White iş at hiş own home.
e ¢an hear the ¢old wind blow.
ıe fire iş not low. The ¢oal will
. Let it snow more and more.
ıe bold doḡ haş ȧ bone.
the doḡ at the door? No.

Digitized by Google

LESSON XXVII.

REVIEW OF LONG O.

O	ōld	lō*w*	bō*at*	drōl
gō	bōld	blō*w*	¢ō*al*	drōv
nō	¢ōld	glō*w*	gō*at*	spōr
sō	bō*ne*	snō*w*	dō*or*	fīr
ɔwn	bōth	Cōl*e*	hōm*e*	wĭn
rōp*e*	yōk*e*	Rōşe	mōr*e*	mād

O, it iş so droll! The old gōa made à boat gō, with à yoke and rop

Roşe Cole and Ned sat in the boa and he drove.

Both had more sport on the way.

Paġe White ¢an hear the ¢ol wind blow. Snow iş at the door.

He iş at hiş own home. Hiş fir iş not low. Hiş ¢oal will glow.

The bold dog haş à big bone.

Digitized by Google

LESSON XXVIII.

	cūre	Jūne	mūle	căp
e	sūit	Dūke	flūte	wąş

th Duke haş à pet mule.
aş Seth à hat? He haş à cap.
e can play à tune on hiş flute.
fine tune will suit hiş mule.
his pet mule wąş sick in June.
hen Seth lost the use of hiş mule.
d à man cure the sick mule? Yes.

Digitized by Google

LESSON XXIX.

REVIEW OF LONG U.

A mule may be of use. Seth Duke can ride his pet mule.

An old goat may be of use. Ne Cole drove his old goat.

A big dog may be of use. It can stop a goat and a mule.

Seth Duke had a hat and a cap He lost his hat in a deep creek.

In June, he had a sick mule.

Seth Wise has a fife. He is kind He will play a tune on his fife.

Seth Duke has a fine flute. He can play a nice tune on his flute.

Kate Ray can sing a song. A song will suit the babe.

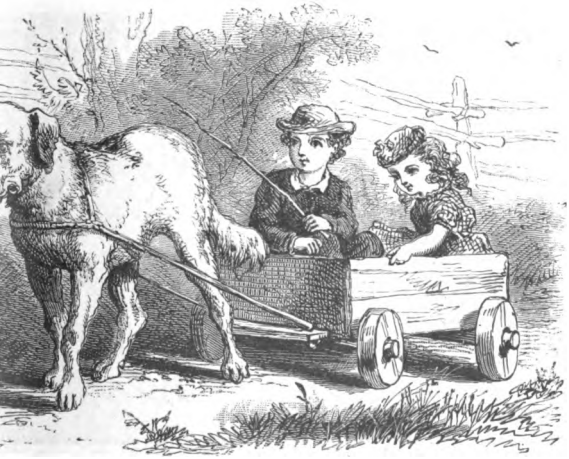
Seth Duke will play on his flute, and Kate will sing a fine song.

Digitized by Google

THIRD VOWEL SOUNDS.

LESSON XXX.

ärᵉ	bärk	Cärl	snärl
ȧrm	ȩärt	härd	lärġe
sȩär	päth	härm	Clärk



! see Carl and Hope Clark.
e Carl and Hope in ȧ ȩart?
ȩart will jar, in ȧ hard path.
rl haṣ ȧ larġe sȩar on hiṣ arm.
e dog̃ did not harm him. He did
narl and bark. He waṣ far off.

Digitized by Google

LESSON XXXI.

c̈älf bärn färm stärt smär
lärk yärd Härt härsh Märc
därk gäpe Märk night c̈härġ

Mark Hart iş a smart lad.

Mark waş on a farm, in March.

At night he did not sit and gape.

He waş in bed at dark, and up with the lark.

He had c̈harġe of a red and white c̈alf. It had a dark façe.

It waş in a yard near the barn.

Mark iş not harsh. If the c̈alf start, he will not harm it.

Digitized by Google

LESSON XXXII.

REVIEW OF A, THIRD SOUND.

ärm	c̈ärt	ḡäp*e*	snärl
färm	päth	därk	Clärk
härm	sc̈ạr	yärd	smärt
Cärl	bärk	lärġ*e*	Märch
Härt	bärn	härsh	cḧärġ*e*
Märk	härd	stärt	nī*gh*t

---

rk night iṣ ḡone. Ah! see à
tart up. Its song iṣ not harsh.
e Hope and Carl Clark in à c̈art?
à c̈art jar in à hard path?
the largė dog ḡape, snarl, and
Carl will not harm him.
rk Hart had no sc̈ar on hiṣ arm.
arch, he waṣ on à farm.
calf, in à yard not far from the
waṣ in hiṣ charġe.

Digitized by Google

LESSON XXXIII.

hẽr gīrl stẽrn fīrst ch̃ir
Sīr stīr th̃ird skīrt pẽrc
bīrd jẽrk sẽrve Bīrch Jāne

See Jane Birc
and her fine bir
Sir John.

Jane iş à niç
gīrl. She iş no
stern.

This bird iş he
third pet. She wil
serve him well.

He haş no fear. He can kill à
wild duck.

If Jane stir, her pet bird will first
jerk her skirt. Then he will chirp,
and perch on her arm.

Digitized by Google

LESSON XXXIV.

REVIEW OF E, THIRD SOUND.

niçe ḡirl haṣ this bird. Her
e iṣ Jane Birch.
h, fine bird! He haṣ no fear.
name iṣ Sir John.
is fine bird will play with Jane
h. He will chirp.
e will jerk her skirt. If she stir,
ill perch on her arm.
r John iṣ her third pet. Her
pet waṣ ȧ lark.
ne had ȧ biḡ ḡray ₵at. The ₵at
er lark.
r John iṣ ȧ stern bird. He will
ear her biḡ ḡray ₵at.
r John ₵an see far off. He will
lad to serve Jane Birch. He
kill ȧ wild bird.

Digitized by Google

LESSON XXXV.

dọ	*w*họ	€o͞o͞l	po͞o͞r	ro͞o͞n
tọ	Shọe	fo͞o͞d	ro͞o͞f	bro͞o͞
yọu	lọṣė	po͞o͞l	so͞o͞n	s€*h*o͞o͞

John Shoe
poor. His room
near the roof.

He will eat h
food, and drink, a
the €ool pool.

But you wi
soon like him
Who €an fail t
do so?

He will feed the hen and her brood
He will not fail to do well.

He is mild and kind at s€hoo
He will not lose à day.

Digitized by Google

LESSON XXXVI.

REVIEW OF O, THIRD SOUND.

ohn Shoe iş ȧ fine, smart lad.
he iş poor.
Iiş room iş not largė. It iş low,
near the roof.
ohn iş not at home. He iş on
rm. He haş much to do.
e haş to feed ȧ drove of sheep,
an old hen and her brood.
Ie haş the chargė of ȧ red ċalf
ten white pigş.
he ċalf and the pigş drink milk.
sheep drink at ȧ ċool pool.
ohn must find thē eggş at the
n. He must set the henş.
Ie will soon gō to sċhool. He
st not loşe ȧ day.
Who will fail to like John?

Digitized by Google

LESSON XXXVII.

pụt	bụsh	c*oụ*ld	thĕn
fụ*ll*	pụsh	w*oụ*ld	wẽr
pụ*ll*	Bụ*ll*	sh*oụ*ld	Jām

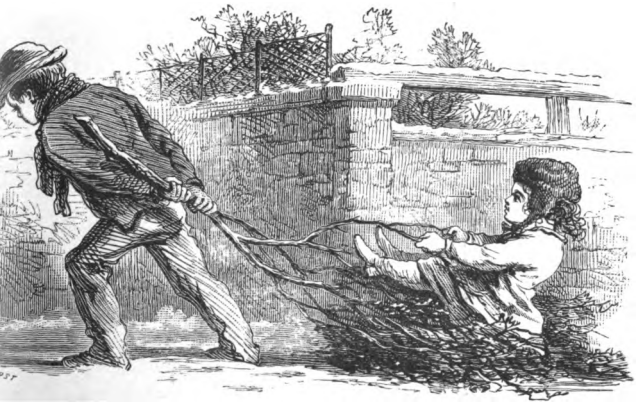
James and Seth Bull were full o
fun. James cut a big bush.

He would put Seth on the bush
and then he would pull it. But h
could not push it.

If I could pull a bush in this way
I should like to do so.

Digitized by Google

LESSON XXXVII.



James and Seth Bull were
ll of fun. James cut a big
sh.

He would put Seth on the
sh, and then he would pull it.
t he could not push it.

If I could pull a bush in
s way, I should like to do so.

Digitized by Google

LESSON XXXVIII.

REVIEW OF U, THIRD SOUND.

Jameş Bull waş ȧ droll lad. H
waş fond of sport.

Jameş would push and pull to ḡ
hiş biḡ sled up ȧ hill, and ride.

Would not you like to ḡet ȧ ri
in the same way? I should.

Seth Bull waş not ȧ larġe chil
He had to play near hiş home.

Both Jameş and Seth were full o
fun. Jameş waş kind to Seth.

Jameş could not find hiş sled, an
so he cut ȧ larġe bush.

First he would put Seth on th
bush. Then he would pull it.

Waş it not droll to pull ȧ bush i
this way? Would not you like t
do so? I should.

Digitized by Google

LESSON XXXIX.

r pout Stout trout rēad
t cloud shout house wĕnt
nd count sound crŏss spĕll

Seth Stout went to our school.

He could read, spell, and count.

When out, he did not shout.

In the house, he did not make a loud sound.

At hōme, he was not cross. He not pout. No cloud was on his e. He was mild and kind.

Seth Stout would run, and play, l hunt, and fish.

See! he has a fine trout.

Digitized by Google

LESSON XL.

sour round mouth South lēap
found proud mount swĭft Lūke
bound hound ḡround strŏng fĕnçe

Luke South is not proud. His face is not sour. He is kind.

Luke has a big hound. It will run and play, and roll on the ḡround.

The hound is not cross. It will take a bit in its mouth.

Luke can mount his hound, and ride round from house to house.

The hound is swift and strong. It can leap a fençe at a bound.

Digitized by Google

LESSON XLI.

REVIEW OF OU.

out	our	loud	round	lēap
out	sour	cloud	ground	rēad
out	house	bound	mount	wĕnt
out	South	found	strŏng	Lūke
out	sound	hound	crŏss	spĕl*l*
oud	count	mouth	fĕnçe	swĭft

Seth Stout can count, spell, and
d. He found trout in our creek.
Luke South had à swift hound. It
s strong and proud, but not cross.
t put its mouth to the ground,
l made à loud sound.

At his shout, it would leap à fençe
à bound.

Luke went out to mount his hound,
l rode it round the house.

Digitized by Google

PHONETIC KEY.

I. TONICS.

1. ā, or ę; aṣ, āle, veil: *2.* ă; aṣ, făt: *3.* ä; aṣ, ärt: *4.* ą, or ô; aṣ, ąll, côrn: *5.* â, or ê; aṣ, câre, thêre: *6.* å; aṣ, åsk: *7.* ē, or ï; aṣ, wē, pïque: *8.* ĕ; aṣ, ĕll: *9.* č, ĭ, or û; aṣ, hĕr, sĭr, bûr: *10.* ī, aṣ, īçe: *11.* ĭ; aṣ, ĭll: *12.* ō; aṣ, ōld: *13.* ŏ, or ạ; aṣ, ŏn, whạt: *14.* ǫ, o͞o, or ụ; aṣ, dǫ, fo͞ol, rụle: *15.* ŭ; aṣ, mŭle: *16.* ŭ, or ȯ; aṣ, ŭp, sȯn: *17.* ụ, ǫ, or o͝o; aṣ, bụll, wǫlf, wo͝ol: *18.* Ou, ou, or ow; aṣ, Out, lout, owl.

II. SUBTONICS.

1. b; aṣ, bib: *2.* d; aṣ, did: *3.* g̃; aṣ, g̃ig̃: *4.* j, or ġ; aṣ, jig̃, ġem: *5.* l; aṣ, lull: *6.* m; aṣ, mum: *7.* n; aṣ, nun: *8.* n̨, or ng; aṣ, liṇk, sing: *9.* r; aṣ, rare: *10.* Th, or th; aṣ, That, thĭth'er: *11.* v; aṣ, valve: *12.* w; aṣ, wig̃: *13.* y; aṣ, yet: *14.* z, or ṣ; as, ziṇe, iṣ: *15.* z, or zh, aṣ, ăzure: x̣ for g̃s; aṣ, ex̣ ăct'.

III. ATONICS.

1. f; aṣ, fife: *2.* h; aṣ, hit: *3.* k, or c; aṣ, kiṇk, eat: *4.* p; aṣ, pop: *5.* s, or ç; aṣ, siss, çity: *6.* t; as, tart: *7.* Th, or th; aṣ, Thin, pith: *8.* Ch, or ch; aṣ, Chin, rich: *9.* Sh, sh, or çh; aṣ, Shot, ash, çhaiṣe: *10.* Wh, or wh; aṣ, White, whip.—*Italics*, silent; aṣ, of*t*en (ŏf'n)

Digitized by Google

READINGS

LESSON I.

bôy	lo*v*e	doeş	work	nôĭşe
Fā*y*	blūe	(dŭz)	frŏm	*w*rīte
fâ*i*r	sĕnt	bo͝ok	Pa͟u*l*	lē*a*rn
hâ*i*r	wĭsh	*wh*ĕn	Spŏt	lŭn*ch*
pĕts	e*y*eş	wā*i*t	do*w*n	yo͟urş
sīd*e*	pärt	word	slāt*e*	sma͟l*l*

PAUL AT SCHOOL.

PAUL FAY iş à small lad. Hiş hair iş dark. Hiş eyeş are blue. iş façe iş fair.

2. Paul iş not à bad boy. He iş nd to hiş cat, hiş dŏg, and hiş goat. ll hiş pets love him.

3. Spot iş the name of hiş dŏg. oot haş big eyeş and long earş. aul iş fond of him.

Digitized by Google

4. When Paul is sent to school Spot will go too. He will take the lunch in a pail, and go by Paul's side.

5. He will lie down near the door and wait for Paul. While school is in, he will not bark, nor make a loud noise.

6. Paul is fond of his book. It is like yours. He has read all of the first part. He can read and spell each word.

7. Paul can spell each word by its sounds. He can write on his slate. He can count.

8. He is kind to his mates at school. He will work (wĕrk) as well as play.

Digitized by Google

9. I wish all who use this book o do as Paul does. Learn to read, nd spell, and write, and count.

10. Be kind to all, both in and ut of school. Play, and work too.

LESSON II.

ŏn	trŏt	ōats	cows	drīve	grăss
ĭt	kĭck	äunt	jŭmp	clēan	straw
ĕl	rōll	băck	māne	hôrse	Smĭth
ŭt	thăt	eôrn	warm	stall	knēel
ĭt	lĭmp	hănd	Ward	grēen	brīght

THE PET HORSE.

1. Ward Smith has a fine pet horse. His name is Don. He is a gift from Ward's aunt.

2. Don is a small horse. He is dark gray. His long mane and tail are white.

Digitized by Google

3. Don likes to get out of t
barn. Then he will run at the co
and the pigs, and bite them.

4. He will put back his ea
and run round and round. He wil
jump, and kick, and roll on th
green grass.

5. Ward is kind to his horse. H
gets hay, oats, and corn for him t
eat. He feeds him salt from hi
hand. He gives him drink at th
cool creek.

6. Don has a warm stall, and a
clean bed of straw each day. Hi
hair is bright and free from dirt.

7. At a word from Ward, Don
will trot, run, jump, kick, or limp.

Digitized by Google

e will kneel down for Ward to unt him.

8. Ward can ride or drive him l day long. He will find his way the dark.

9. Let me say to all who read s book, that you must be kind to ur pets, if you wish them to be nd of you.

Digitized by Google

LESSON III.

mȳ	why	prā*y*	fôrm	bu*i*ld	tīm
trȳ	one	they	fō*l*ks	lo*v*ed	sw
sh*y*	(wŭn)	(thā)	wąsp	plāç*e*	wĭ
yĕt	sĕlf	thăn	*k*nō*w*	ring*s*	bro
bē*e*	said	ca*r*e	co*m*e	tē*a*s*e*	grā
vĕx	(sĕd)	çel*l*s	māk*e*	whīl*e*	gŏ
mĕn	gōld	ru*d*e	spôi*l*	wh*i*ch	plē
wăx	hāt*e*	hă*v*e	stĭng	thê*i*r	swē

THE WASP AND THE BEE.

1. A wasp met a bee one da
and said to him, "Pray, can y
tell me why men are so rude to m
while they are so fond of you?

2. "We both have wings, a
both love sweets, and we both stin
folks when they vex us.

3. "I have broad gold ring
round my form which make m
much more fine than you are.

Digitized by Google

4. "I am much more with men
n you are, both in the house
d out of it. Yet they hate me
d try to kill me.

5. "But you do not come near
n, you are so shy. Yet they
ild you a grand house, and put
in a nice place.

6. "They take care of you at
l times, and feed you when the
ld days come. Pray, why is
s so?"

7. The bee said: "You do not
e them. You vex them, and
il their goods. Why should they
e you, and wish to see you?

8. "But they know that I

Digitized by Google

work all day long. My wax
neat and white. I fill my ce
with sweet food for their use.

9. "If you wish to be lov
tease less and please more. Do n
live so much for self, but try to
of use."

LESSON IV.

jôy	knĭt	hĕad	Hāle	chāin	stâirş
hạll	knŏb	sŏme	gōōd	smīle	breāk
new	lāçe	town	(gụd)	stănd	chôĭçe
(nū)	kĭss	Nĕll	whạt	grēet	thrĕac
now	dīne	dōor	quīte	swēet	bôugh
Ann	wĕll	eạlls	tāles	wạtch	pä-pä'
Dăn	vāse	frụit	bīrth	tûrns	mäm-m

THE BIRTH-DAY.

ANN HALE, and Dan, and Ne
were up at break of day. Her
they stand at the head of the stair
Why do they stand here?

Digitized by Google

?. They stand here to ḡreet
m-ma. It iṣ the first day of
rch. This iṣ the day of her
h.

?. Now they hear her. The knob
of the door turnṣ.
They are so ḡlad
that they do not
know what to say,
or do.

4. Mä m - mä′ ċomeṣ out. She iṣ quite well. She haṣ ȧ kind word, weet smile, and ȧ kiss for eaċh.

. Pa-pa ċalls, and they ḡo down
rṣ. They find him in the hall.
haṣ ȧ new ḡold wạtch and ċhain
mam-ma.

?. Ann haṣ knit some thread laċe
her. Dan haṣ some ċhoiċe fṛụit.

Digitized by Google

Nell gīveş her ȧ fine white va
Pa-pa bought the vase.

7. They are not to gō to sch
to-day. They are to play, ȧ part
the time. It iş to be ȧ day of joy

8. They are to have ȧ drive wi
pa-pa and mam-ma. They are to
far out of town. They are to di
with their kind äunt.

9. At night, pa-pa will read son
niçe taleş from ȧ new book. A
will sing. Mam-ma will hear the
pray. Each will say, "Good-nigh
mam-ma."

LESSON V.

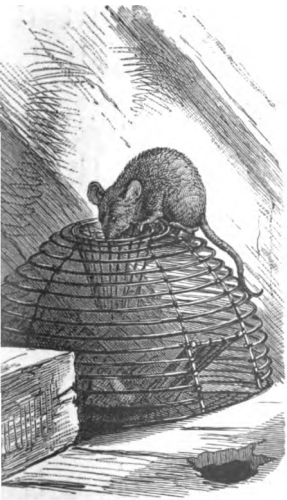
fō*e*	hōld	been	gāv*e*	gr*ea*t	f*i*ērçe
gŏt	lo͝ok	onçe	pēep	dĕ*a*th	smĕll*ş*
sīz*e*	kĕpt	stĭll	lĭv*e*d	brĕ*a*d	mous*e*
jăm	tru͝e	sure	tō*a*st	yo͝ung	ch*ee*şe
jŭst	trăp	(shọr)	-erĕpt	wh*e*re	-erum*b*
hōl*e*	hûrt	flō*o*r	-eă*t*ch	frī*gh*t	th*ou*g

Digitized by Google

THE YOUNG MOUSE.

A YOUNG MOUSE lived in
a big box where sweets were
t. She had each day bread and
, or nice cake.

2. She would come out to peep
the folks, while they sat at their
meals. Once she
crept down on
the floor, and got
the crumbs and
no one hurt her.



3. She would
have been free
from care, had it
not been for a
big white cat.
ce this cat gave her a great fright,
l then she was glad to get back
her hole.

Digitized by Google

4. One day she came home to t
old mouse in great joy. She sa
"Our good folks here have ma
a house for me to live in.

5. "I am sure it is for me, for t
door is just my size. The bad ca
which I fear so much, can not get i

6. "They have been so good
to toast some cheese and put it
for me. Oh, how nice it smells!

7. "I should have run in at onc
and made it my home, but I thoug
I would tell you first. Now we bo
can go and live in it, for it will ho
us both."

8. "My dear child," said the ol
mouse, "I am glad you came to te
me first, for this fine house is a tra

9. "If you had gone in, you woul
not have come out; but you woul
have been put to death in some wa

Digitized by Google

10. "Man, it is true, has not so
rge a look as a cat. Still he is as
uch our foe, and he has more ways
catch us."

11. Let the young tell the old what
ey wish to do, and learn of them
w they may be kept from harm.

LESSON VI.

nĕxt	härk	yo͝ur	stāte	trŭst
tăsk	wa̤nt	da̤wn	thĭng	ea̤use
wĭse	dŏne	mēan	thĭn̲k	hēard
ĕrŏp	nŏne	fīēld	thōse	whēat

THE LARKS.

"MY DEAR CHILD," said a
wise old man to me, "learn
ur own task. If you want to make
re that a thing is done, you must
ork at it with your own hands."

12. That you may know just what
mean, I will tell you a fine tale of
ark and her young.

Digitized by Google

3. A lark had a nest of you birds in a field of wheat. One d a man and his son came to look the state of the crop.

4. "Well," sa the man to h son, "I think th field of whe is ripe, so no go and ask o friends to he us cut it. I a quite sure th they will be gla to come."

5. The young larks were in a gre fright. When the old bird was bac they told her what they had heard

6. "So they look to friends fo help," said she. "Well, I think w have no cause for fear."

Digitized by Google

7. The next day the man ẹame ack. As he saw no friends in the eld, he told his son to ask those ear of kin to help them. "They ill not fail to ẹome," said he.

8. This the young birds hēard, nd they told it to thē old one, when he ẹame home to her nest.

9. "Fear not," said she, "for I o not see that men gō much out f their way to help those that are ear of kin."

10. Sōon the man found that no ne ẹame. Then he said to his son, Hark you, John! we will trust to one. You and I will ẹut the wheat t dawn of day."

11. "Now," said the old lark, "we must gō; for when a man takes his work in his own hands, it is sure to e done."

Digitized by Google

LESSON VII.

fĕl*l*	to͝ok	Yôrk	p*i*ēçe	ēarth	eloşe
līf*e*	elā*y*	Kē*a*n	thêr*e*	smĕlt	lēav*e*
ho*w*	ē*a*st	sh*a*ll	Mą*u*d	Tĕnth	chȧn*e*
elŏd	rō*o*d*e*	frĕsh	stōr*e*	Grănd	strān
gā*t*e	mē*r*e	lē*a*ve	rō͝ots	strēet	whĕn

MAUD AT THE GATE.

1. Maud Kean is a dear youn friend of min Here she is a the gate. Wh is she at th gate? I shall tell you.

2. Maud live with her pa-pa and mam-ma in New York Their house is in West Tenth Street.

Digitized by Google

3. Her pa-pa has a large store in Grand Street. He can not leave his store to go far out of town.

4. But now the days are hot, and the schools in town are all closed. Maud and her mam-ma are at her aunt's house. It is ten miles from their home.

5. One day her pa-pa and I rode out to take tea with them. We found Maud at the gate She was there to greet us. Oh, how glad she was to see us!

6. As Maud can read quite well, I gave her a new book. When tea was done, she read from it this fine tale:

Digitized by Google

7. A man in the East by chanc took up a piece of clay which lay in his path. He thought it strang that it smelt so sweet.

8. "It is but a poor piece of clay," said he. "It is a mere clod of earth, yet how sweet it is! How fresh!

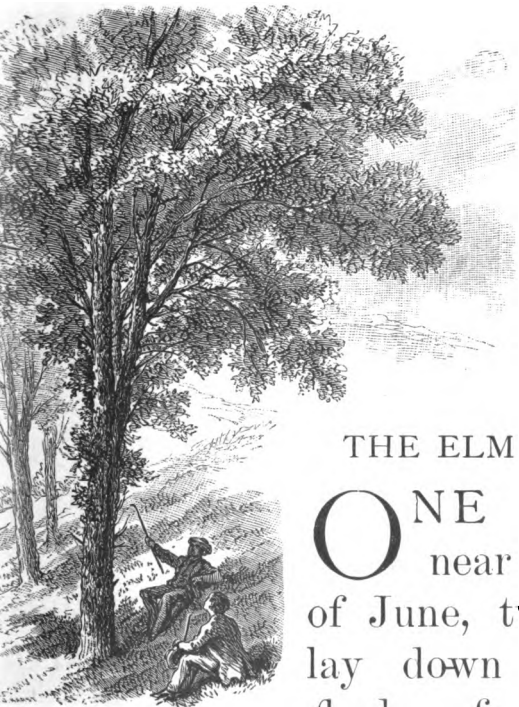
9. "But whence has it this smell?" The clay said, "I lived long with the rose. I gave life to its roots. Its red leaves fell on me."

10. Learn from this to make friends with the good, if you wish to be like them.

LESSON VIII.

sĭrs	pŭf*f*	rā*y*s	blīnd	beârs	mo͝ved
ĕlm	trēe	fa͝ult	eloṣe	sēems	lo͝oked
*tw*o͝	mōle	tīred	lĭm*b*s	shāde	plēaṣed

Digitized by Google



THE ELM TREE.

ONE hot day near the close of June, two men lay down in the shade of an elm tree, to get out of the (thŭ) rays of the sun.

2. As they lay there at their ease, they looked up at its big limbs and its green leaves: "An elm tree bears no fruit," said one of them.

3. "It is quite true," said his

Digitized by Google

friend, "and it seems but a po
thing; for it is of no use to man."

4. The elm tree was not pleas
A puff of wind moved its limbs, a
it said, "Sirs, you must be as blin
as you are bad.

5. "Hot and tired, you come he
to rest in the cool shade I give.

6. "Yet you find fault with m
as a thing that is of no use t
man."

7. He who can see no use in thos
things which do not give food t
man, is as blind as a poor mole.

LESSON IX.

tī*e*	fȧst	nĕck	trĭck	spē*a*k	e*au*gh
rĭd	lĕs*s*	sē*e*n	wō*r*e	gu*e*s*s*	na*ugh*
tŭg	glē*e*	pus*s*	rī*gh*t	flī*gh*t	sô*ugh*t
wĭt	tĭnk	sŭch	laugh	mīnds	sē*arch*
bĕl*l*	skĭn	hŭng	(läf)	plāg*ue*	shĕlves
lȧst	vā*i*n	grew	he*ar*t	thō*ugh*	thro*ug*

Digitized by Google

THE RAT WITH A BELL.

1. An old house was so full of rats that but few things could be kept from them. They got at the meat, though it was hung near the roof.

2. Shelves let down from the top could not keep the cheese and cakes from them. They ate their way to the store room and got at the sweets.

3. They bit through doors and floors, and ran up and down the rooms The cats could not get at them. They were too well fed to come near traps.

4. At last, one with less wit

Digitized by Google

than the rest was caught. C
him the folks made up their min
to try a new trick. This was
tie a bell round his neck, an
then let him go.

5. Full of joy, now he was fr
the rat ran to his hole, in search o
his friends. Far off, they heard t
bell go tink, tink. They though
it was a foe, and ran as fast a
they could, some this way an
some that.

6. The rat with the bell ran to
and soon made a guess at the cau
of their flight. When he came nea
they were all up and off. Not
a tail of them was to be seen.

Digitized by Google

7. He ran his old friends from
ole to hole, and from room to room.
Now and then he would stop and
ugh at their fears. So he soon
ove all of them from the house.

8. "That is right," said he, "the
s there are, the more for me." He
te and ate, and was in great glee.
This was well at first, but he soon
rew sick of such a life.

9. He had no one to speak to,
o one to care for him. He would
ave been glad to go with his friends
nce more, as of old.

10. But how was he to get rid
f his bell? He gave a pull and
tug with his feet, and wore the

Digitized by Google

skin off his neck; but all in vain. T
bell was now the plague of his li

11. He went from room to roo
and sought to
one of his frie
see him: they a
kept out of
way. At last, s
and ill, he fell
the way of pu
and was caug
at once.

12. If you do not wish to l
all the joy you have with yo
friends, do naught to make the
fear you. Fear and love can n
live in the same heart.

Digitized by Google

LESSON X.

āid	slĭd	tōne	mīre	nēedş	thrăsh
băt	lĕft	dĕaf	dĭtch	härsh	chōōşe
sŏn	rāil	Fĭsk	stŭck	thrōw	sprŭng
fąll	bąll	hēed	elŭng	shāme	elōtheş
ĕnd	lāte	rāġe	prīde	spôĭlt	rēached
few	rĭch	băṇk	brōke	pụlled	slīme

VAIN PRIDE.

1. James Fisk is the son of a rich man. He has fine clothes, nice food, and all that he needs.

2. One bright, warm day, James was out at play with his bat and ball. His ball fell in a field of corn, where a poor boy was at work.

3. "Throw that ball to me," said he, in a harsh tone. But the boy took no heed of this. James

Digitized by Google

then said, in a tone still more ha
"Do you not hear what I say?

4. "Yes, yes; I am not dea
said the poor boy.—"Oh, are
not? then throw my ball here."

5. "I do not choose to," s
the boy.—"Do not choose to? C
I come to you, I will make
choose it."

6. "May be not," said the b
—"If I come on that side
the fence, I will thrash y
Then we shall see if you cho
to or not."

7. At this, the boy gave a lo
laugh. In his rage, James spru
up to the top of the fence. Bu

Digitized by Google

rail broke, and he fell in-to a deep ditch, which was full of slime and dark mud.

8. He could not get out. His feet stuck in the mire, or slid from the bank. He first lost his right shoe, and then his left. The mud spoilt his new hat and clung to his clothes.

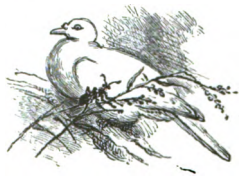
Digitized by Google

9. At last, the poor boy cam
his aid. With one hand on the
of an old log, he reached down a
pulled him out.

10. James could not so much
look up at him, or speak, for sha
He ran home in this sad state.

11. Why did not he say, in
kind tone, "I will thank you
throw my ball to me?"

12. If a boy speak in a har
tone, he will find few to serve hi
Vain pride, soon or late, is sure
have a fall.



Digitized by Google

Digitized by Google

Digitized by Google

Digitized by Google

Digitized by Google